HOKKAIDO UNIVERSITY

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様式９

学位論文審査の要旨

博士の専攻分野の名称：博士（学術）　　氏名：片　桐　徳　昭

審査委員
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（北海道教育大学札幌校）

学位論文題名

ENABLING ENGLISH CLASSROOM DISCOURSE BY NON-NATIVE INSTRUCTORS

（英語非母語話者教師による教室談話の促進）

1. Setting of the doctoral dissertation defense

The student's doctoral dissertation defense was held on 2013-04-23 from 13:00 to 15:00 in room IMC-105. Presiding at the defense was the student's doctoral dissertation committee consisting of Dr Kenji Araki (professor of natural language processing, Hokkaido University), Dr Yoshiki Yokoyama (professor of English language learning, Hokkaido Education University Sapporo), and Dr Goh Kawai (associate professor of educational technology, Hokkaido University). The audience consisted of 1 member of the faculty, 1 high school teacher, and 2 undergraduate students. The student gave a 20-minute presentation, followed by 80 minutes of questions from each of the faculty present. The public portion of the defense concluded at that point.

Questions and suggestions from the faculty are listed in sections 2 through 5 below.

2. Purpose, scientific significance, and social impact

The motive of the research addresses pressing issues of practical interest to the English learning community in Japan. The scope of the research is sufficiently broad to encourage the scientific community to embark on similar studies. The results of the research are likely to improve teacher training among secondary teachers of English language in Japan. The

dissertation's title could be modified to delimit the scope of the study; the phrase "non-native instructors" could apply to any language.

3. Structure and delivery

Correct misspellings. Improve visibility of some figures (e.g., some Venn diagrams could be represented 3-dimensionally such that the normalized frequency of lexical items can be seen as histograms).

4. Materials, methods, and analyses

The 3 projects involve different materials, methods, and analyses. On the one hand, this is ambitious and impressive; on the other hand, the transitions between projects are unclear. Link the separate phenomena, variables, and units across projects. Describe how the outcomes of each project trigger follow-up research.

Verify that the techniques of analyses and the format of reporting results meshes with accepted practice in each academic field.

Analyze data involving numerous null values by using non-parametric techniques.

Explain that SEM models were confirmed by analysis rather than created by analysis.

Analyze high-frequency lexical items by using n-grams. The student has published a paper that included analyses of n-grams of data in the dissertation. Consider including parts of that paper in the dissertation.

5. Overall recommendations

Over 7 years of study by the student has culminated in a substantial contribution to the field of English language learning. Techniques from the areas of natural language processing and statistical confirmation of cause-and-effect models shed light on issues of language pedagogy that until now were perpetuated by speculation. The student is commended for his innovative and rigorous use of quantitative methods that, given sufficient longitudinal data, may convince us how to better train English language teachers.

6. Judgment by the doctoral dissertation committee

Immediately following the public portion of the defense, the dissertation committee met in closed session and unanimously agreed that the student fulfills the dissertation requirement for the degree of Doctor of Philosophy in the field of International Media and Communication at the Graduate school of International Media, Communication, and Tourism Studies, Hokkaido University.